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ABSTRACT

This annotated bibliography provides 28 citations of kindergarten curriculum materials produced since 1983 by states, regions, counties, municipalities, districts, and associations. Materials focus on a range of topics, such as appropriate practices, conceptual language development, implementation of all-day programs, integrated programs, a multi-sensory approach to letters and sounds, and science activities for kindergarten children. Most materials fall into the categories of guides to curriculum development, guides to program development and implementation, handbooks, resource books, and skill lists. Others provide position statements, curriculum standards, recommendations, and regulations. State and provincial materials come from Alaska, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kentucky, Maine, Mississippi, Oklahoma, Oregon, Nebraska, New Brunswick, South Dakota, and Utah. County materials come from Prince George County, Maryland, and Fairfax County, Virginia. City materials come from New York City; Charlotte-Micklenburg, North Carolina; and San Diego, California. Other materials come from the Lincolnwood School District in Illinois, the New Hampshire Association for the Education of Young Children, and Region VI, Texas. (RH)

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KINDERGARTEN CURRICULUM MATERIALS

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prepared by
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GUIDELINES FOR DELAWARE KINDERGARTENS. Delaware Department of Public Instruction (1985).

After a brief statement of philosophy, this curriculum guide lists physical, emotional, social, and intellectual characteristics of the kindergarten child and their implications for the teacher. Program objectives and student expectations are then listed for six curriculum areas. The last section of the guide considers room arrangement, centers, equipment and materials, daily schedules, classroom management, assessment, and parent involvement. A bibliography is included.

KINDERGARTEN. ALASKA CURRICULUM GUIDE. Alaska Department of Education (1985).

This guide is one of a series intended to serve as a model for school districts as they develop and review their own curriculum documents. Learning outcomes and sample learning objectives are presented for five areas of development: (1) social, (2) physical, (3) emotional, (4) creative, and (5) cognitive. A developmental profile of the five- and six-year-old child is included in the appendix.

NEW HAMPSHIRE KINDERGARTEN HANDBOOK. New Hampshire Association for the Education of Young Children (1987).

This handbook was prepared to answer questions about the value of kindergarten and to assist in implementing kindergarten programs. The first chapter presents a discussion of the rationale for supporting kindergartens. Chapter two describes the sequence of events involved in initiating a kindergarten. Chapter three is a working guide to use in undertaking the tasks associated with planning, gaining support for, and designing a kindergarten.

In chapter four the problem of gaining funds for kindergarten is discussed. Chapter five presents information for those seeking a base of support for kindergartens at the state level. Chapter six presents descriptions of important elements in the operation of a high quality kindergarten program. (As of the 1986-87 school year, 46% of New Hampshire school districts offered public kindergarten.)

KENTUCKY KINDERGARTENS: GUIDELINES, RECOMMENDATIONS, AND REGULATIONS. Kentucky Department of Education (1985). ED 279 413.

This publication presents the principles and recommendations underlying the design of curricula for Kentucky's kindergarten children. Content focuses on (1) characteristics of the kindergarten child; (2) assessment of the kindergarten child; (3) recording, reporting, and evaluating; (4) the exceptional kindergarten child, with particular attention given to Kentucky's individualized kindergartens, Project KIK; (5) the gifted/talented kindergarten child; (6) competencies the child may have achieved by the end of kindergarten; (7) the learning environment and related concerns, including the classroom, classroom management, and daily schedules; (8) suggested kindergarten curriculum units; (9) suggested floor plans; (10) the kindergarten teacher; (11) the kindergarten assistant; (12) parent involvement; (13) multicultural education; (14) community resources; and (15) retention in grade. Appendices provide lists of Kentucky's kindergarten regulations, professional organizations concerned with kindergarten education, and health requirements, as well as a sample report card.

KINDERGARTEN CURRICULUM FOR CONCEPTUAL LANGUAGE DEVELOPMENT. Maine Department of Educational and Cultural Services (n.d.).

This curriculum stresses learning through play and the use of learning centers in the kindergarten. After a description of characteristics common to five-year-olds, and a statement on pre-kindergarten screening, the philosophy and goals of the kindergarten program are presented. The next chapter focuses on the learning environment, especially with regard to developing and using learning centers. Suggestions for 11 centers are included, along with sample floor plans and daily schedules, and information on observations of children, record keeping, and outdoor space. The curriculum section of this document focuses on the development of language and thinking skills. Major emphasis is put on the Language Experience Approach. The next section presents ten units of study, each of which includes a list of concept learnings, language learnings, and selected vocabulary. In addition, a number of activities, and a list of teacher resources and children's literature are included for each unit. Appendices include (1) pre-kindergarten screening procedures; (2) a list of screening and assessment instruments for young children; (3) lists of learning center equipment, materials, and learning outcomes; (4) checklists for planning, using, learning and evaluating centers; (5) information on nutrition; (6) recipes; and (7) additional resources for teachers.

GETTING STARTED IN THE ALL-DAY KINDERGARTEN. Board of Education of the City of New York (1987).

This teacher's guide from the New York City public schools is designed to help teachers implement an all-day kindergarten program. Planning for the all-day kindergarten is developed and demonstrated through a thematic approach which integrates all curriculum areas. Six themes are presented, each of which includes both direct instruction activities for all children and specific lessons for children who speak English as a second language. In addition to the themes of study, the guide provides: (1) suggestions for scheduling and

programing the beginning days of the school year; (2) sample room arrangements designed to assist in the setting up of learning centers; (3) examples of ways to enrich the learning environment though fingerplays, games, songs, computer activities and field trips; (4) information on the teacher's role in guiding children's growth and development; (5) suggestions for teachers, paraprofessionals, and other adults on working together; (6) information on developing literacy; (7) descriptions of formal and informal assessment procedures, and information on children with special needs; (8) a chart of skills and concepts to be learned; and (9) a bibliography which includes books for children and adults.

APPROPRIATE PRACTICES FOR IDAHO KINDERGARTENS. State of Idaho Department of Education (1988).

This document stresses the need to make kindergarten programs appropriate for children through a child-centered approach that fosters competence in all areas of development--physical, social, emotional, creative, and intellectual. Statements concerning appropriate practices in each area of development are provided, along with discussions on teaching strategies, motivation of students, parent-teacher relations, assessment of children, program entry, teacher qualifications, and adult-child ratio. Lists of responsibilities for teachers and administrators working as change agents and advocates for kindergarten children are included.

SAMPLER. INTEGRATED KINDERGARTEN PROGRAM. Fairfax County (Virginia) Public Schools (1987).

This curriculum guide organizes the kindergarten program into three integrated strands: (1) language arts, (2) mathematics/science, and (3) music/movement. Units, such as "All About Me," "Weather/Seasons," and "Patterns," are presented within each strand. The units include objectives and specific learning activities.

A GUIDE TO PROGRAM DEVELOPMENT FOR KINDERGARTEN, PART 1. State of Connecticut Department of Education (1988). ED 293 649

In its nine chapters, this summary provides a preview of Connecticut's forthcoming publication, "A Guide to Program Development for Kindergarten, Part 1." Chapter 1 relates historical antecedents, including Froebel's influence, kindergarten in the U.S. before 1900, European influences in the early 20th century, American influences, the kindergarten debate, and recent history. Chapter 2 discusses maturationist, behaviorist, and interactionist theoretical models and their influence on kindergarten programing, as well as the developmental stages and diverse understandings of kindergarten children which teachers must take into account. Chapter 3 offers guiding principles for a high quality kindergarten, including a list of the teacher's roles and related competencies and strategies. Chapter 4 describes kindergarten children's emotional and social development. Particular attention is given to sources of stress on kindergarten children and ways to handle stressed children.

Chapter 5 describes the integrated curriculum, activity centers, unification of learning through a theme, interactive learning, contributions of play to growth, curriculum areas, and teaching of thinking skills. Chapter 6 focuses on the organization of the kindergarten. Chapter 7 describes ways of building a home-school-community partnership. Chapter 8 discusses the child's transition from preschool to kindergarten. Chapter 9 deals with program planning and evaluation.

KINDERGARTEN HANDBOOK. Oregon Department of Education (1985).

This handbook contains supportive materials related to administering, planning, and evaluating public kindergarten programs. The main contents of the handbook include information on administering a public kindergarten and planning the kindergarten curriculum. The foreword stresses that the curriculum section is not a complete design but is intended to provide resources to stimulate districts to develop programs responsive to particular needs. Specific areas covered under administration include: administrative steps, staffing, staff development, parent involvement, retention, continuity between grades, self-evaluation, and program implementation. Information on planning the curriculum includes the following topics: the instructional program; the academic program; and state textbook requirements. Oregon state standards for public school kindergarten are also provided.

KINDERGARTEN IN CHARLOTTE-MECKLENBURG SCHOOLS. TEACHERS' RESOURCE BOOK. Charlotte-Mecklenburg (North Carolina) Public Schools. (n.d.).

This resource book recommends an integrated approach to learning, and the provision of large blocks of time for the use of centers from which children can choose their activities. The book is organized by subject, each of which contains objectives, suggested activities, and a list of resources. Subjects include: (1) art, (2) health/physical education, (3) language development, (4) mathematics, (5) music, (6) science, and (7) social studies.

BEGINNINGS...EARLY CHILDHOOD EDUCATION IN OKLAHOMA. Oklahoma State Department of Education (1986). ED 206 409.

Intended for teachers and administrators of early childhood programs, this publication is designed as a guide for developing learning environments for children in prekindergarten through the second grade. The approach advocated is based on research and on teacher experience with the way the young child learns. Contents of the guide include discussions of (1) developmental characteristics of young children; (2) aspects of constructing a learning environment; (3) program planning; (4) art, communication skills, mathematics, motor development, music, social studies, and science activities in an integrated curriculum; and (5) resources for the teacher, including teaching aids, assessment tools, and curriculum and parenting bibliographies. Materials in each section of the guide are arranged in a sequential order to provide for program continuity through the early years of schooling. All basic areas of child development are considered in suggestions for

planning the learning environment and interrelated curriculum activities.

GROWING. PRE-KINDERGARTEN THROUGH 2ND GRADE. Oklahoma State Department of Education (1985). ED 280 576.

Designed to be used in conjunction with an early childhood guide entitled "Beginnings," this resource guide presents a variety of learning activities for children in preschool through second grade. The guide aims to encourage and reinforce the use of a variety of concrete, semi-concrete, and abstract activities meeting the developmental needs of children in the areas of art, social studies, science, health, safety, cooking, sand play, water play, woodworking, and transition time. The activities presented can be readily adapted to a wide range of individual and group needs by varying the degree of assistance provided by the teacher. Basic information concerning expectations for teachers, the development of children at various ages, assessment, parent participation, organization and use of a volunteer program, and the integrated curriculum is also provided. In addition, resources for learning in each of the curriculum areas described, a brief bibliography on parenting, and a list of teacher resources are included.

PRIMARY PROJECT. Prince George's County (Maryland) Public Schools (1986).

This guide was designed to help teachers introduce children to letters and sounds by means of a multi-sensory approach. A suggested time frame and a general format for introducing letters is provided. The major portion of the guide consists of suggested activities, resources, and worksheets for each letter. Information for parents and a list of books for children are also included.

THE KINDERGARTEN CURRICULUM GUIDE. Prince George's County (Maryland) Public Schools (1986).

This guide begins with a section on characteristics of kindergarten children, which is followed by a section on classroom organization. An early identification program for children who might require a modification in their teaching and learning program is then described. The next seven sections contain objectives and activities for: (1) language arts/reading; (2) mathematics; (3) health education, science, and social studies; (4) art; (5) music; (6) creative expression; and (7) motor development. A section containing finger plays, games, and recipes follows. The guide also includes a section on parent involvement, a list of books and a reference bibliography for teachers, and instructional bulletins.

EARLY CHILDHOOD ESSENTIAL ELEMENTS. Education Service Center, Region VI, Texas (1984). ED 281 648.

This teachers' guide is meant to be used in developing individualized programs for

pre-kindergarten children or for children of elementary school age who have not developed pre-kindergarten competencies. The guide outlines concepts and skills that many preschool children master before entering kindergarten or first grade. Contents concern six developmental areas: cognition, communication, motor skills, self-help, social/emotional skills, and creative expression. For each developmental area, fundamental skills are categorized sequentially into developmental milestones—special skills leading toward proficiency in essential elements. These elements are the broad skills of learning tasks necessary for establishing the foundation for a minimal level of readiness for elementary school curriculum. Using the essential elements as a guide, teachers can structure activities which present learning tasks at an appropriate skill level. At the beginning of each section, a chart depicts the relation of developmental areas to elementary school subject areas.

MISSISSIPPI KINDERGARTEN CURRICULUM SKILLS. Mississippi State Department of Education (1987). ED 279 420.

Skills are listed that are to be introduced at the kindergarten level in Mississippi's schools. The list includes skills in the following areas: reading, English/language arts, accelerated English, mathematics, art, computer education, foreign language, health, physical education, music, oral communication, science, and social studies, Skills to be mastered at the kindergarten level are marked with an X. Those so marked are additionally coded with a C if they are core skills and with a * if they are Basic Skills Assessment Program items. If no code precedes the listed skill, its inclusion in the teachers' kindergarten instructional management plan is optional.

IMPLEMENTING KINDERGARTEN IN MISSISSIPPI. Mississippi State Department of Education (1984). ED 261 793.

This lengthy resource book for kindergarten teachers in Mississippi includes 20 substantive chapters. Following brief statements of program philosophy and goals, chapters focus respectively on: (1) various roles of school staff members in the implementation of the kindergarten program; (2) characteristics of children 4 to 6 years of age including those with special needs; (3) a learning center approach to structuring the indoor environment and criteria for the playground; (4) curriculum planning and design; (5) equipment and materials for learning centers; (6) guidelines for program assessment; (7) parents in the learning process; (8) definition of terms; (9) curriculum activities; (10) cooking in the kindergarten classroom; (11) instructional television; (12) physical education; (13) mathematics; (14) art; (15) science; (16) language arts; (17) social studies; (18) music; (19) use of learning centers in the kindergarten classroom; and (20) classroom management. Also included are requirements for elementary and nursery-kindergarten certificates and general education requirements for elementary teachers K-3 and K-8; checklists for evaluating indoor and outdoor environments; a list of commercially available kits for instruction in the basic curriculum areas; a review of screening and standardized testing instruments, along with sample checklists; resource lists for parents, administrators, and teachers; an annotated list of instructional television programs for primary school students;

patterns for worksheets; and words and melodies for numerous songs.

KINDERGARTEN IN GEORGIA. Georgia State Department of Education (1986). ED 276 529.

This notebook was prepared to help kindergarten teachers in Georgia plan, implement, and evaluate their own programs. Introductory material presents the philosophy of the program, principles of child development and related program objectives, characteristics of high quality programs, and suggestions for using the handbook. The handbook contains information related to (1) the organization of the learning environment, (2) affective development, (3) physical development, (4) intellectual development, (5) working with parents, and (6) the assessment of children. Each of the curriculum area chapters is organized around similar subheadings: overview, goals, scope of goals, goal areas and objectives, child assessment checklist, program evaluation checklist, and suggested learning activities. In the domain of intellectual development, activities are suggested in several curriculum areas, including language arts, creative arts, number concepts, science/health, and social studies/safety. Throughout the handbook, suggestions and recommendations are offered for assessing and managing the environment, the entry level and progress of each youngster, and the quality of the prescribed learning experience.

GUIDELINES FOR IMPLEMENTING THE 240-MINUTE KINDERGARTEN PROGRAM. San Diego (California) City Schools (1984). ED 286 599.

The purpose of this guide is to provide principals and teachers in San Diego, California with information and guidelines for implementing a 4-hour kindergarten program. Contained in the guide are suggestions for helping teachers (1) plan weekly time allotments in subject areas, (2) plan daily schedules, (3) group students for maximum learning, (4) use support personnel, and (5) implement curriculum content.

FULL-DAY KINDERGARTEN PROGRAM HANDBOOK. Jacqueline Feare and Mark Friedman (1987). Lincolnwood, IL School District. ED 279 417.

This handbook describes the full-day kindergarten program implemented by School District 74 in Lincolnwood, Illinois. Following statements that define the developmental kindergarten, outline objectives of the full-day kindergarten, and provide background information, the handbook: (1) lists advantages of the full-day kindergarten; (2) provides the daily schedule of activities; and (3) describes reading and writing, mathematics, social studies, science, music, art, physical education, and English as a second language curricula, as well as classroom learning centers and speech and language services.

YOUNG CHILDREN LEARNING: A TEACHER'S GUIDE TO KINDERGARTEN. New Brunswick (Canada) Department of Education (1985). ED 258 693.

The first part of this guide describes the way kindergarten children learn and develop and ways teachers can enhance children's intellectual, physical, and social development in the context of children's activity in a prepared, play-based environment. Topics addressed include physical development, sensory awareness, motor skills, creative movement, skilled actions with others, self-care, social-emotional development, self and others, rules and routines, intellectual development, cognitive processes and abilities, basic concepts and logical thinking, reading and writing, and investigation. The second part describes ways to create the special environment, organize space, make a schedule, observe, plan activities and trips, use materials, and evaluate the program. Attention is given to the organization of space and freedom to move in the classroom; playgrounds and gyms; and materials such as water, sand, clay, playdough, painting equipment, fingerpaint, collage, blocks, and wood. The third part provides a few basic resources for setting up the classroom; these include floor plans and lists of equipment, books, records, and activities.

KINDERGARTEN TODAY: A GUIDE TO CURRICULUM DEVELOPMENT. South Dakota State Department of Education and Cultural Affairs (1986). ED 278 504.

Intended as a resource for kindergarten teachers, administrators, parents, and those who develop curriculum, this handbook is designed to assist local school districts in planning and administering kindergarten programs. Consisting of three distinct sections, the handbook provides: (1) a guide to curriculum development; (2) a list of skills teachers expect children to master before, during, and after kindergarten, and (3) guidelines for activities for kindergarten children. The section on curriculum is designed to provide information to help school districts develop an individual program. Content focuses on characteristics of kindergarten children, the learning environment, early childhood screening, evaluation, program goals, and working with special needs students. The section listing skills is organized around the concepts of self, sound, taction, size, numbers, form, space, and color; and the behavioral domains of language and speech, gross and fine motor development, feeding, dressing, personal hygiene, safety, and social and emotional development. The section describing kindergarten activities covers the domains of art, cooking, music, poems/fingerplays, seasonal activities, special events, cognition, movement, and language and sensory experiences. The 133 activities described were provided by educators from across the state of South Dakota.

POSITION STATEMENT ON KINDERGARTEN. Nebraska State Department of Education (1984). ED 262 922.

In the summer of 1983 a committee was appointed to study kindergarten programs in Nebraska schools and to formulate recommendations for needed improvements. The committee, in the course of its work, examined pertinent current professional literature and, with the assistance of Department of Education staff, surveyed the attitudes and practices of public school kindergarten teachers. This position statement on kindergarten by the

Nebraska State Board of Education briefly reviews historical changes in kindergarten programs and important outcomes of kindergarten, and offers recommendations for improving kindergarten programs.

SCIENCE: GRADES K–2. Muriel Green and others. New York City Board of Education (1986). ED 289 701.

This document was developed to provide primary level school teachers in New York City with specific materials and suggestions for organizing effective learning experiences in the science area. The program is designed to emphasize both science knowledge and science processes. An introductory section presents ideas related to the overall philosophy and organization of science instruction at the primary level. The major portion of the document contains teaching activities which deal with such topics as: (1) spaces; (2) what's alive; (3) discovery through our senses; (4) use of a magnifying glass; (5) seeds and fruits; (6) heat and foods; (7) light; (8) magnets; (9) water; (10) balances; (11) bubbles; (12) weather; (13) animals and plants; (14) motion; (15) sunlight and shadows; (16) soil; and (17) air. Also included is a list of films and filmstrips related to the topics and an annotated bibliography of children's and professional books on the teaching of science in the elementary school.

KINDERGARTEN . . . A YEAR OF BEGINNINGS. State of Iowa Department of Public Instruction (1983).

After a general statement concerning goals of the kindergarten program, this guide presents a list of characteristics of five-year-olds and the implications of these qualities for the teacher. The kindergarten curriculum is then presented in six sections: (1) arts, (2) language arts, (3) mathematics, (4) physical education, (5) science, and (6) social studies. The learning environment is discussed in the next section. The guide also contains information on the health program, children with special needs, and evaluation of the kindergarten program. A list of resources and information is included.

ELEMENTARY CORE CURRICULUM STANDARDS: LEVELS K-3: ARTS, INFORMATION TECHNOLOGY, LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, HEALTH, LIFESTYLES. Utah State Office of Education, Salt Lake City (1987). ED 280 575.

Utah's 1987 minimum course description standards for students in kindergarten through third grade are provided in the required core curriculum areas of arts, information technology, science, language arts, mathematics, social studies, and healthy lifestyles. For each curricular area a rationale is given, followed by a brief course description encompassing grades K through 3, and occasional charts of course sequences. Information at each grade level and in each curriculum area includes a set of core standards to be met at that level and a list of related instructional objectives. Also included are a description of the elementary and secondary school program of studies and high school graduation

requirements, policy statements for elementary, middle and high schools, general requirements, and course charts for grades K through 12.

KINDERGARTEN: ARKANSAS PUBLIC SCHOOL COURSE CONTENT GUIDE. Arkansas State Public Department of Education (1987).

Guidelines are offered as a framework on which a kindergarten curriculum can be built. These guidelines include a list of desirable outcomes for an effective kindergarten program and instructional guidelines for learning activities in (1) art; (2) health, nutrition, and safety; (3) language arts; (4) music; (5) physical education; (6) science; and (7) social studies. The material provided in each subject matter area includes lists of basic and developmental skills, and abilities related to higher level objectives.